Getting the Right People in the Room and Keeping Them There: Lessons Learned from Engaging All Stakeholders in Innovative Learning Spaces Initiatives

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AKA: Going From This – To That!
Our Mission Statement

Philadelphia University is a student-centered institution that prepares graduates for successful careers in an evolving global marketplace.
A Strategic Plan to Support Our Mission

- Formalize our Signature Learning Approach
- Develop Innovative Facilities
Formalizing our Signature Learning Approach

• Formed the Signature Learning Action Team

• Faculty submitted detailed narratives of their “Best Practices” to capture what truly was going on in the classroom, studios, labs and co-curricular experience

• Team categorized our faculty’s approaches to teaching into broad signature learning approaches
Formalizing our Signature Learning Approach

Nexus Learning™

Collaborative | Active/Engaged | Real World & Authentic | Infused with Liberal Arts & Sciences

http://www.philau.edu/nexuslearning/
Develop Innovative Facilities (Room by Room!)
Active Learning Space Initiative: The Model
Design Phase
Implementation Phase
Use/Assessment Phase
Iteration Phase
Involving Stakeholders in All Processes

- Board of Trustees
- Designers and Architects
- Center for Teaching & Learning
- Faculty Members
- Office of Information Resources
- Physical Plant & Operations
- President’s Office
- Office of the Provost
- Registrar
- Students
The Design Phase

1. Identify Funds To Support the Project

Stakeholders Involved:
- Board of Trustees
- Designers and Architects
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- Physical Plant & Operations
- President’s Office
### The Design Phase

1. Identify Funds To Support the Project
2. Coordinate Stakeholders

#### Stakeholders Involved

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- Students
The Implementation Phase

3. Identify Faculty Champions

Stakeholders Involved
- Center for Teaching & Learning
- Faculty Members
- Office of the Provost
- Students
The Implementation Phase

3. Identify Faculty Champions

4. Involve Stakeholders Frequently

Stakeholders Involved

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- Registrar
- Students
The Use/Assessment Phase

5. Create a Risk-Free Environment

Stakeholders Involved

- Center for Teaching & Learning
- Faculty Members
- Office of Information Resources
- Office of the Provost
The Use/Assessment Phase

5. Create a Risk-Free Environment
6. Assess Everything

Stakeholders Involved:
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The Iteration Phase

7. Promote Change

Stakeholders Involved
- Designers and Architects
- Faculty Members
- Center for Teaching & Learning
- Office of Information Resources
- Office of the Provost
- Registrar
- Students
The Iteration Phase

7. Promote Change
8. Tout Your Success

Stakeholders Involved:
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Active Learning Space Initiative: 8 Keystones

1. Identify Funds To Support the Project
2. Coordinate Stakeholders
3. Identify Faculty Champions
4. Involve Stakeholders Frequently
5. Create a Risk-Free Environment
6. Assess Everything
7. Promote Change
8. Tout Your Success
Let’s Play “Meet the Stakeholders”
The Design Phase

1. Identify Funds To Support the Project

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- President’s Office
The Design Phase – Identify Funds for Project Support

1. Identify Funds to Support the Project

- Vied for external funding to cover furniture and technology
- Held strategic meetings with the University’s Board of Trustees to justify the learning space initiative and garner interest/support
- Received President’s financial support (personal donation) to cover renovation costs
The Design Phase

1. Identify Funds To Support the Project
2. Coordinate Stakeholders

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2. Coordinate Stakeholders

- Designated a “Learning Space Initiative Coordinator”, a faculty member who coordinated the stakeholders over the entire process

- Appointed and funded a graduate student to assist with faculty training in learning spaces and conduct assessments to measure use of spaces and student learning gains
The Implementation Phase

3. Identify Faculty Champions

Stakeholders Involved:
- Center for Teaching & Learning
- Faculty Members
- Office of the Provost
- Students
3. Identify Faculty Champions

• Identified leading edge faculty members who were early-adopters of active and collaborative pedagogies

• Coached faculty members through series of workshops and “just-in-time” 1-on-1 sessions to build a community of learners among this cohort
The Implementation Phase

3. Identify Faculty Champions

4. Involve Stakeholders Frequently

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The Implementation Phase – Involve All Stakeholders Frequently

4. Involve All Stakeholders Frequently

• Gathered all stakeholders during implementation phase to engage in productive decision making processes, giving all a voice and hand in the initiative with the goal of fostering a sense of communal ownership

• Involved contractors/vendors frequently to assist in design and implementation
The Use/Assessment Phase

Stakeholders Involved

- Center for Teaching & Learning
- Faculty Members
- Office of Information Resources
- Office of the Provost

5. Create a Risk-Free Environment
5. Create a Risk-Free Environment

- Developed a “no risk” culture that allowed faculty members to explore and use spaces at their own pace and trajectories

- Nurtured faculty members, through various professional development and mentoring practices, through their pedagogical and technological explorations within these spaces
The Use/Assessment Phase

5. Create a Risk-Free Environment

6. Assess Everything

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Designers and Architects
Center for Teaching & Learning
Office of Information Resources
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Students

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The Use/Assessment Phase – Assess Everything

6. Assess Everything

• Conducted ethnographic observations and surveys to assess the use of space, technology and furniture

• Administered the Post-Occupancy Evaluation (Scott-Weber et al., Planning for Higher Education Journal, 2013) to quantify student and faculty perceptions of these spaces using 12 indices of learning gains

• Reported results of assessment process internally and externally
The Iteration Phase

7. Promote Change

Stakeholders Involved

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- Office of the Provost
- Registrar
- Students
The Iteration Phase – Promote Change

7. Promote Change

- Faculty, and students were encouraged to experiment with spaces knowing they could make adjustments and recommendations for further iterations of these spaces.

- Secured internal and external funding to continue the "scale up and scale out" of these learning spaces across the campus annually.
The Iteration Phase

7. Promote Change

8. Tout Your Success

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Board of
Trustees

Designers and
Architects

Center for
Teaching & Learning

Faculty Members

Office of
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President’s
Office

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8. Tout Your Success

• Highlighted the successes of the inaugural year of these spaces internally to further build understanding of rationale for these spaces and to garner further buy-in from faculty and students

• Disseminated our story externally as a model for others through a series of open houses, visits, and social events

• Created a final report, launched a website, presented at academic conferences, highlighted our spaces on FLEXspace, and hosted a regional summer symposium on active learning spaces
Thank You

Contact Us!

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